Transforming K-12 Education to Personalized, Competency-Based Learning
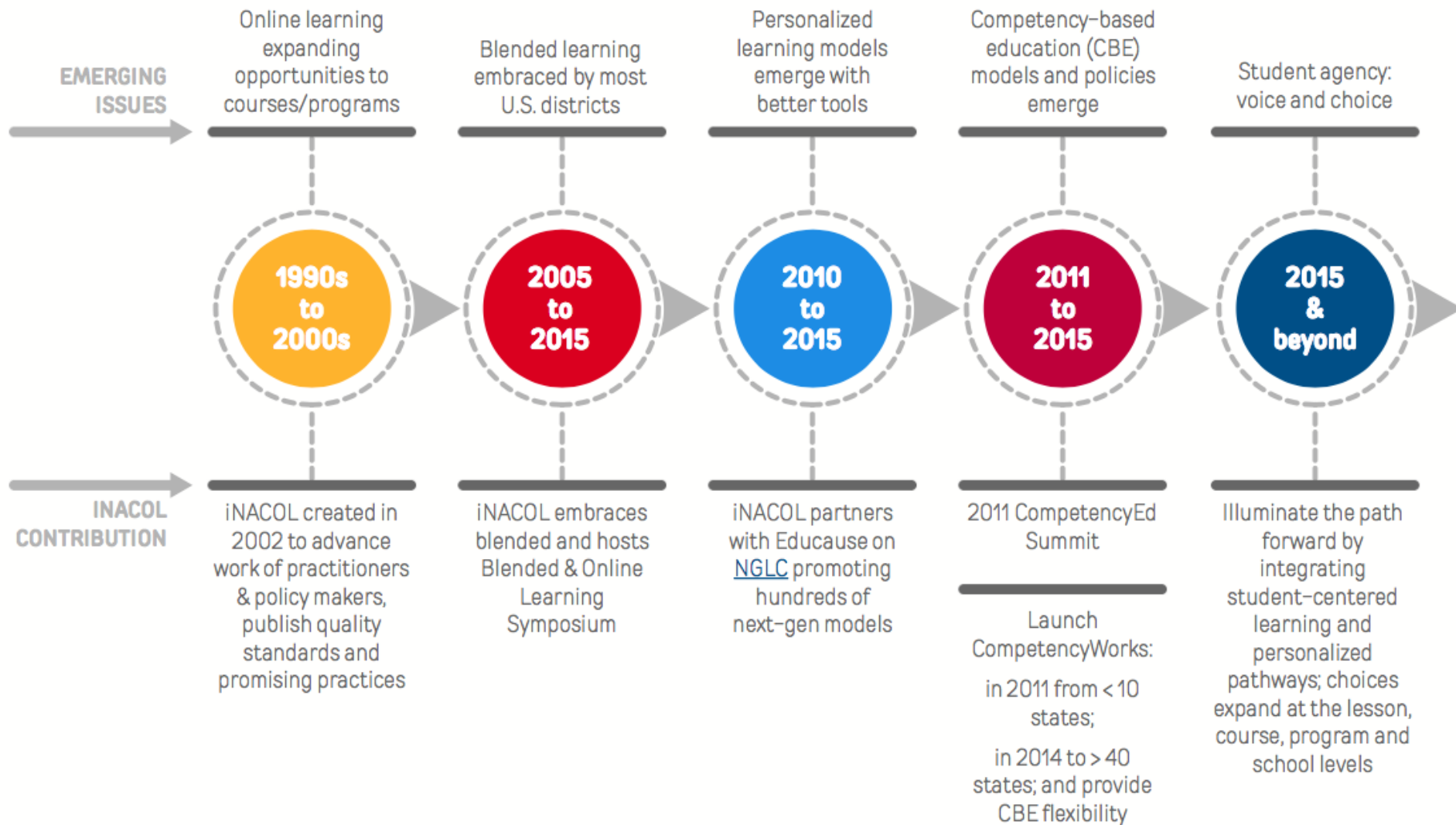
Maria Worthen, Vice President for Federal and State Policy, iNACOL

Presentation to the Virginia Virtual Learning Advisory Committee
April 19, 2017

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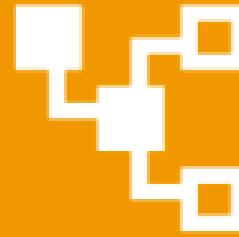
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iNACOL's Evolution: Pushing the Field and Building Momentum

EMERGING ISSUES

1990s to 2000s	2005 to 2015	2010 to 2015	2011 to 2015	2015 & beyond
Online learning expanding opportunities to courses/programs	Blended learning embraced by most U.S. districts	Personalized learning models emerge with better tools	Competency-based education (CBE) models and policies emerge	Student agency: voice and choice

INACOL CONTRIBUTION

iNACOL created in 2002 to advance work of practitioners & policy makers, publish quality standards and promising practices	iNACOL embraces blended and hosts Blended & Online Learning Symposium	iNACOL partners with Educause on NGLC promoting hundreds of next-gen models	2011 CompetencyEd Summit Launch CompetencyWorks: in 2011 from < 10 states; in 2014 to > 40 states; and provide CBE flexibility	Illuminate the path forward by integrating student-centered learning and personalized pathways; choices expand at the lesson, course, program and school levels

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CBE
is a model

Centered on the student

Focused on mastery of competencies

Based on learning outcomes

Competency-Based Education

Principles from 5-part working definition:

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

- CompetencyWorks.org

Personalized Learning

Mean What You Say:
Defining and Integrating Personalized, Blended and Competency Education

Susan Patrick, Kathryn Kennedy and Allison Powell

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Personalized learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.

— Mean What You Say: Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, Powell, iNACOL 2013)

Personalized Learning in the 21st Century:
from vision to action

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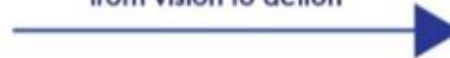
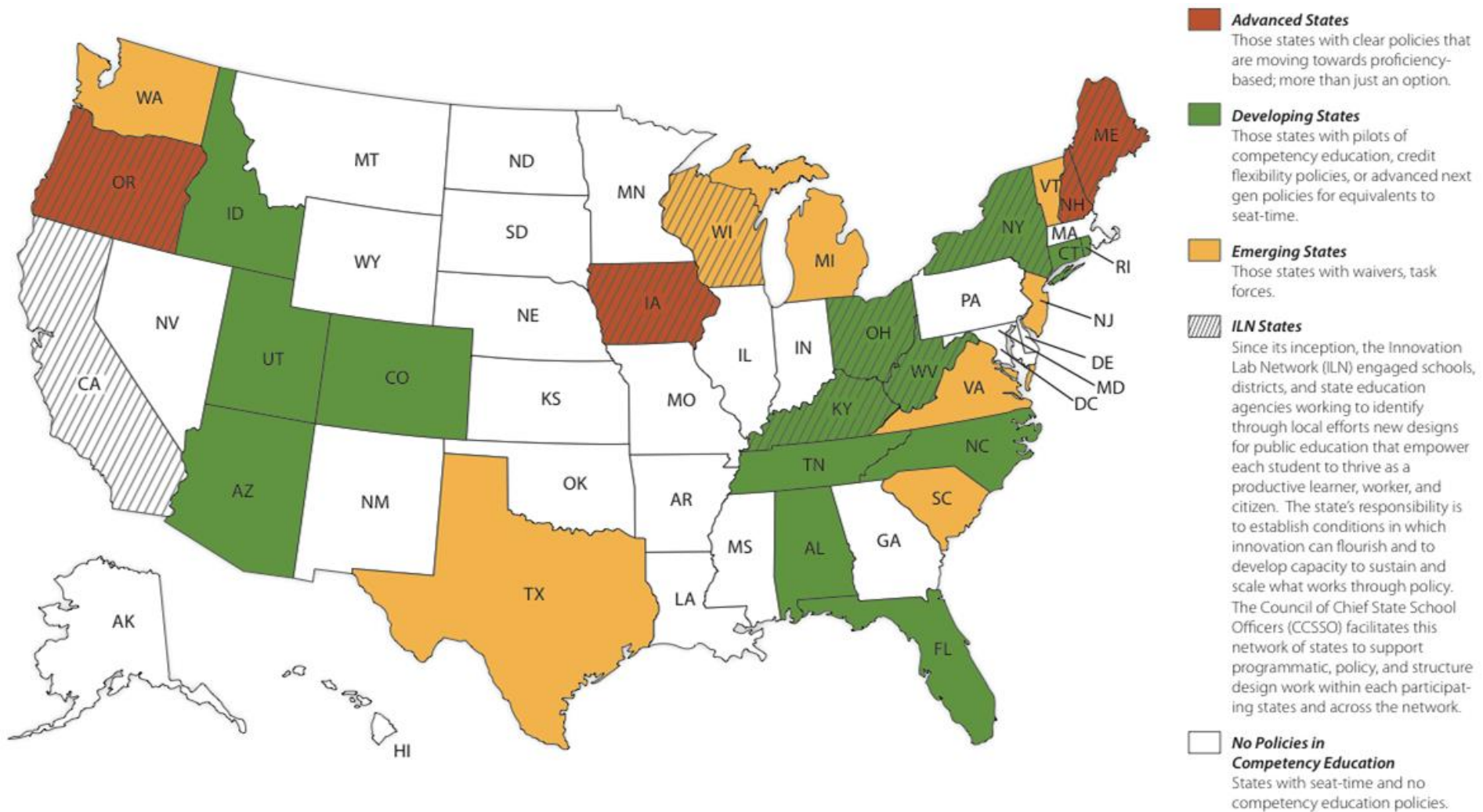# Equity in education is the means to achieving equality.

- It intends to provide the best opportunities for all students to achieve their full potential and act to address instances of disadvantage which restrict educational achievement.

- It involves special treatment/action taken to reverse the historical and social disadvantages that prevent learners from accessing and benefiting from education on equal grounds.

- Equity measures are not fair per se but are implemented to ensure fairness and equality of outcome.

  - UNESCO World Education Forum 2015

Systems of student-centered learning must be designed to **increase equity**, elevating the learning and readiness of all graduates, regardless of race, zip code or circumstance.
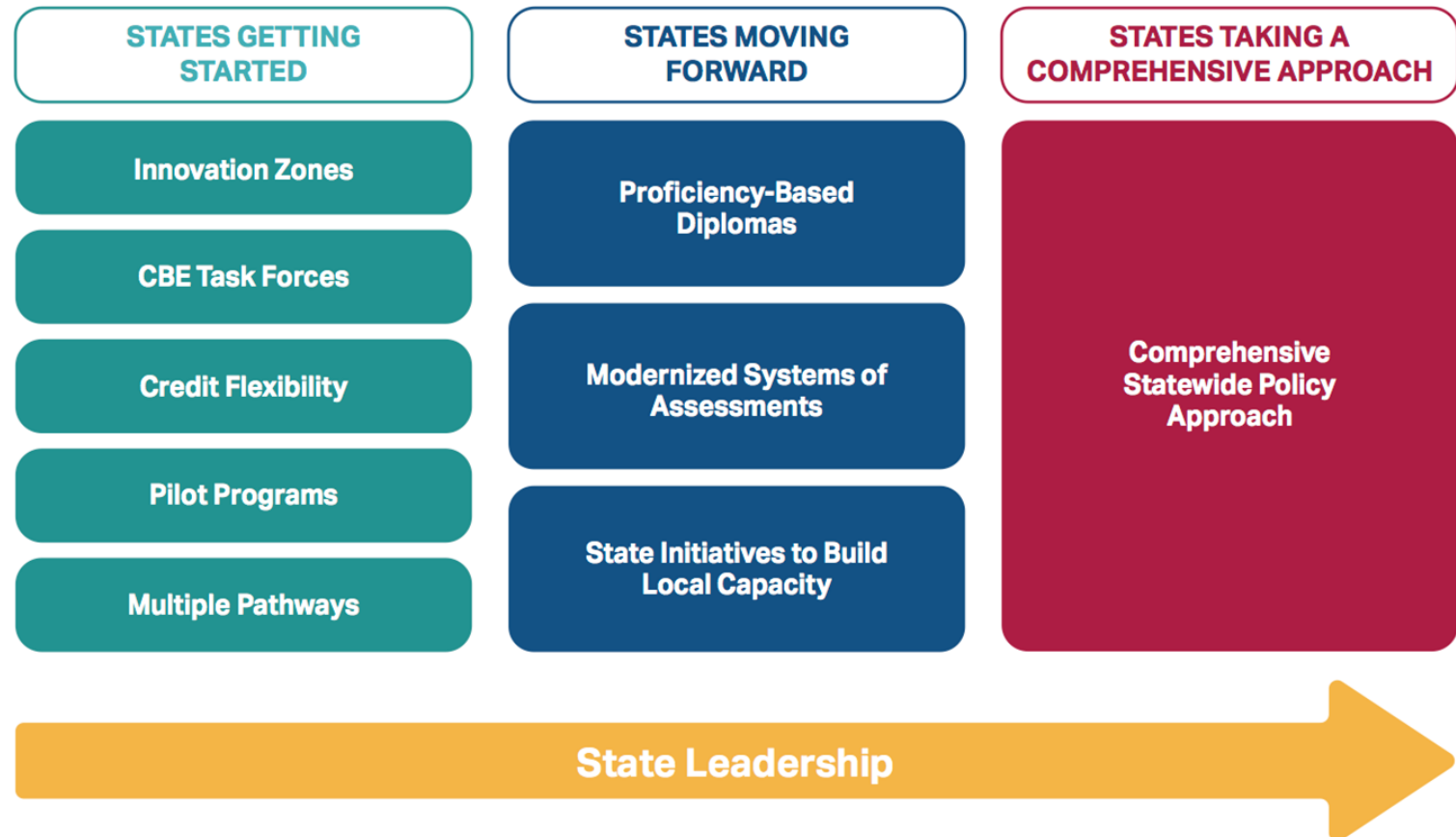
-Meeting the Every Student Succeeds Act's Promise

A Snapshot of K-12 Competency Education Policy - 2012

Advanced States
Those states with clear policies that are moving towards proficiency-based; more than just an option.

Developing States
Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

Emerging States
Those states with waivers, task forces.

ILN States
Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state's responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.

No Policies in Competency Education
States with seat-time and no competency education policies.

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A Snapshot of K-12 Competency Education Policy - 2016

Advanced States
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

Developing States
Those states with open state policy flexibility for local school systems to transition to competency education.

Emerging States
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

No Policies in Competency Education
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

ILN States
The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.

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Create Personalized, Competency-Based Education Systems

Every Student Succeeds Act (ESSA)
December 10, 2015

New Opportunities Under ESSA
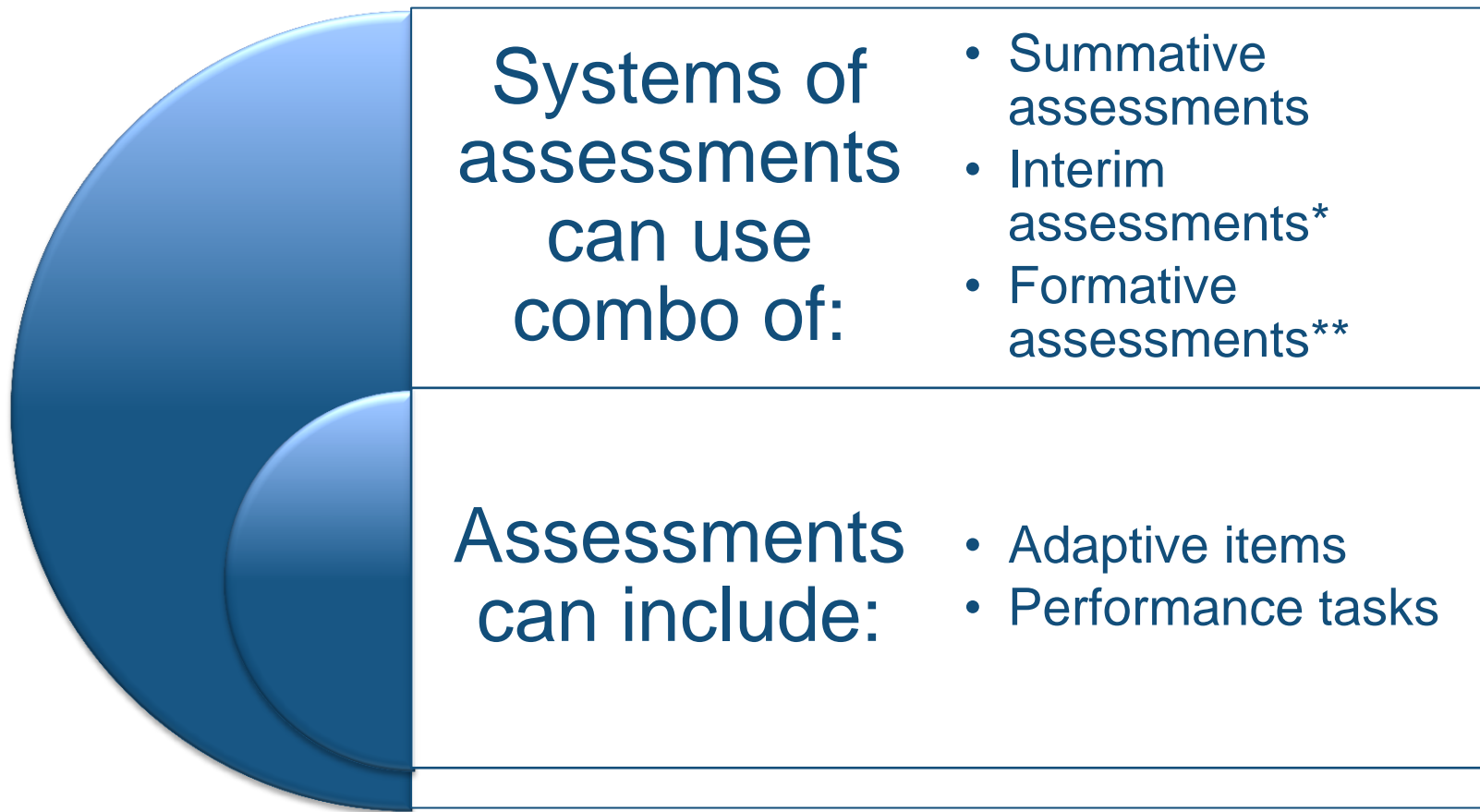

Rethink Accountability for Continuous Improvement

Redesign Systems of Assessments to Align with Student-Centered Learning

Redefine Student Success

Transform Systems for a Next Generation Educator and School Leader Workforce

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Meeting The Every Student Succeeds Act's Promise:

State Policy to Support Personalized Learning

WRITTEN BY:

Susan Patrick

Maria Worthen

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Susan Gentz

iNACOL Association for K-12 Online Learning

Redefining Student Success

- Opportunity for local stakeholders to come together across communities to ask:
  - What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?
- Opportunity for states to develop "profile of a graduate" to meaningfully drive system redesign conversations

Example:
Virginia's Profile of a Graduate
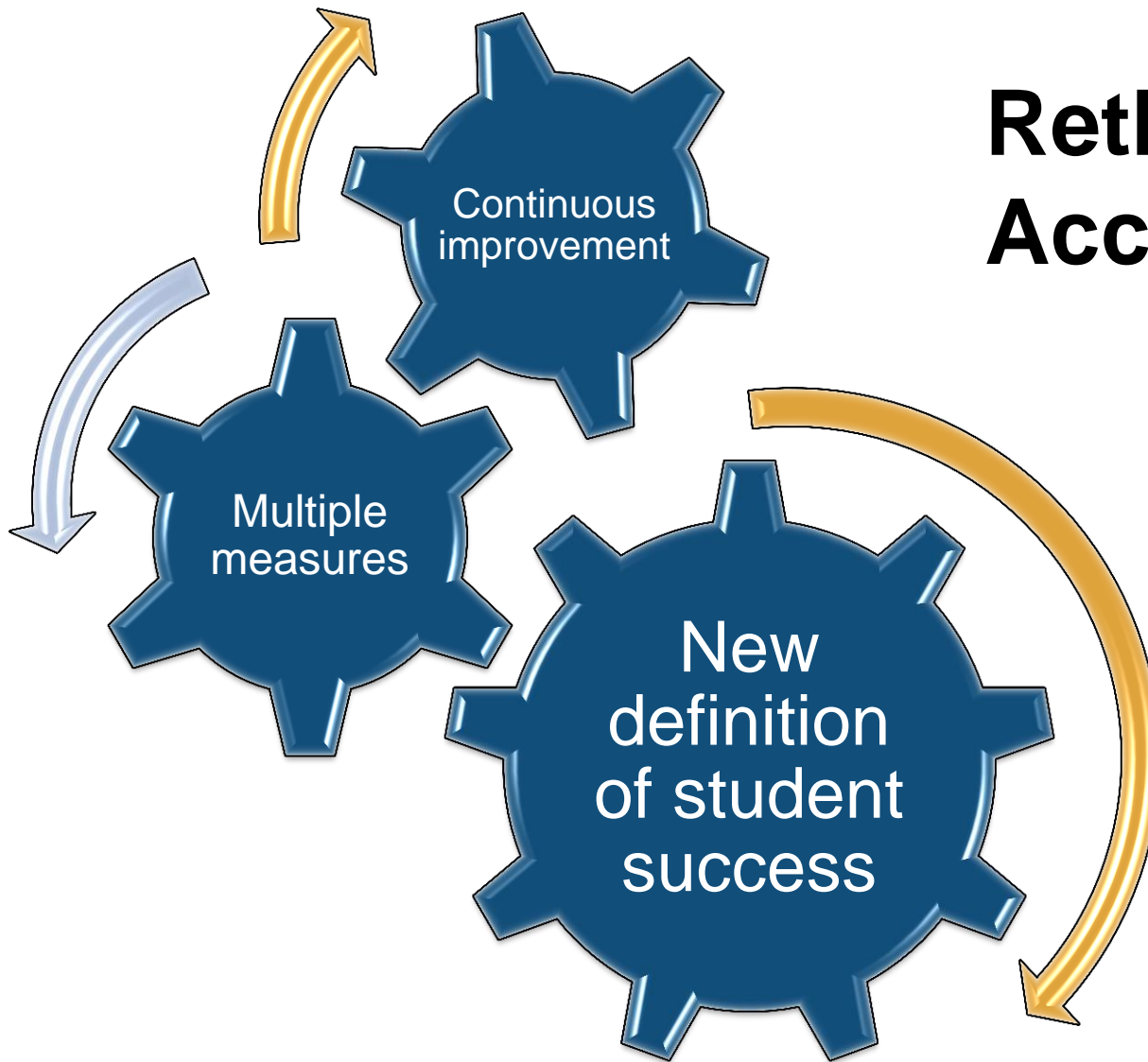
Rethink Accountability

- Engage stakeholders
- Redefine student success
- Clarify purposes of accountability
- Align:
  - Metrics
  - School improvement strategies
  - Capacity-building initiatives

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Meeting ESSA's Promise: State Policy to Support Personalized Learning
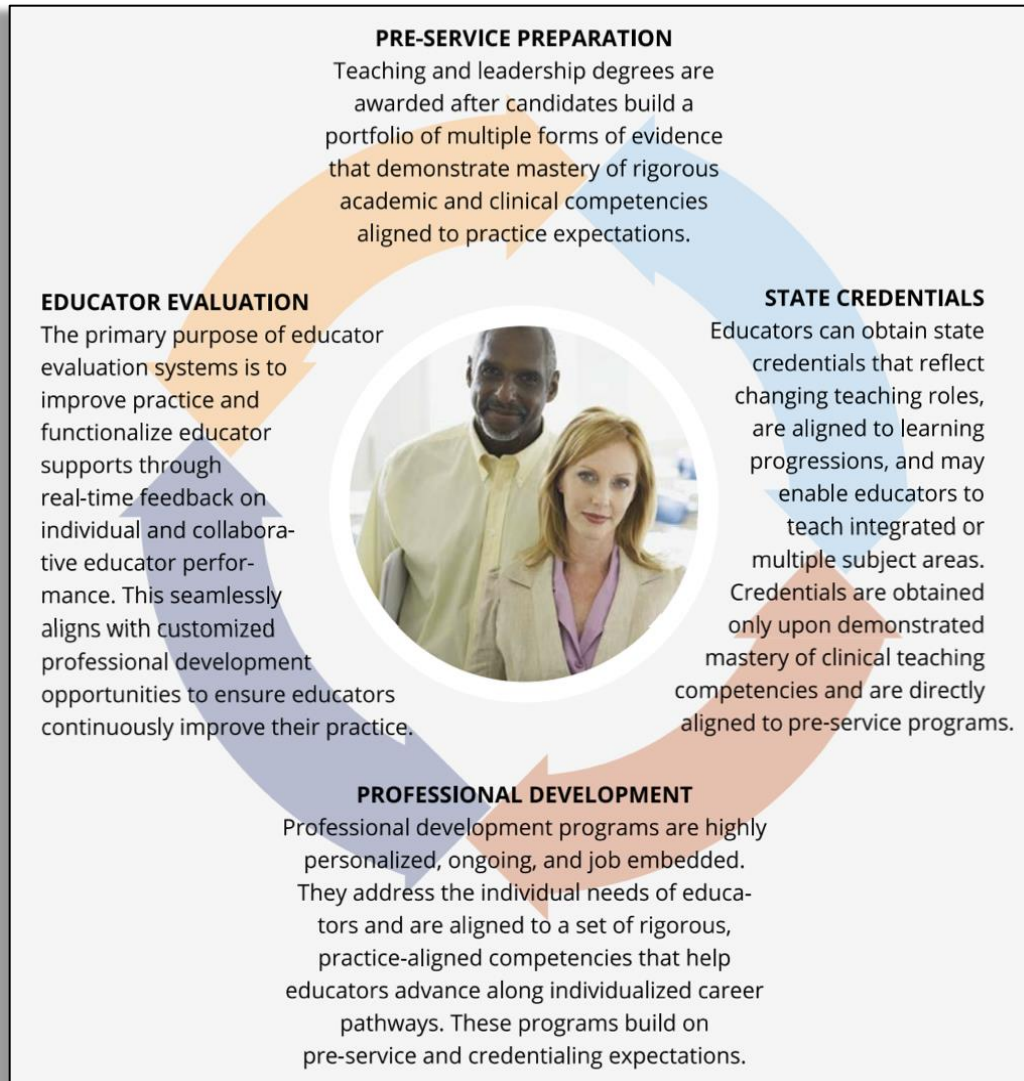
New Policy Opportunities Under ESSA

- Rethink accountability for continuous improvement.

- Redesign systems of assessments to align with student-centered learning.

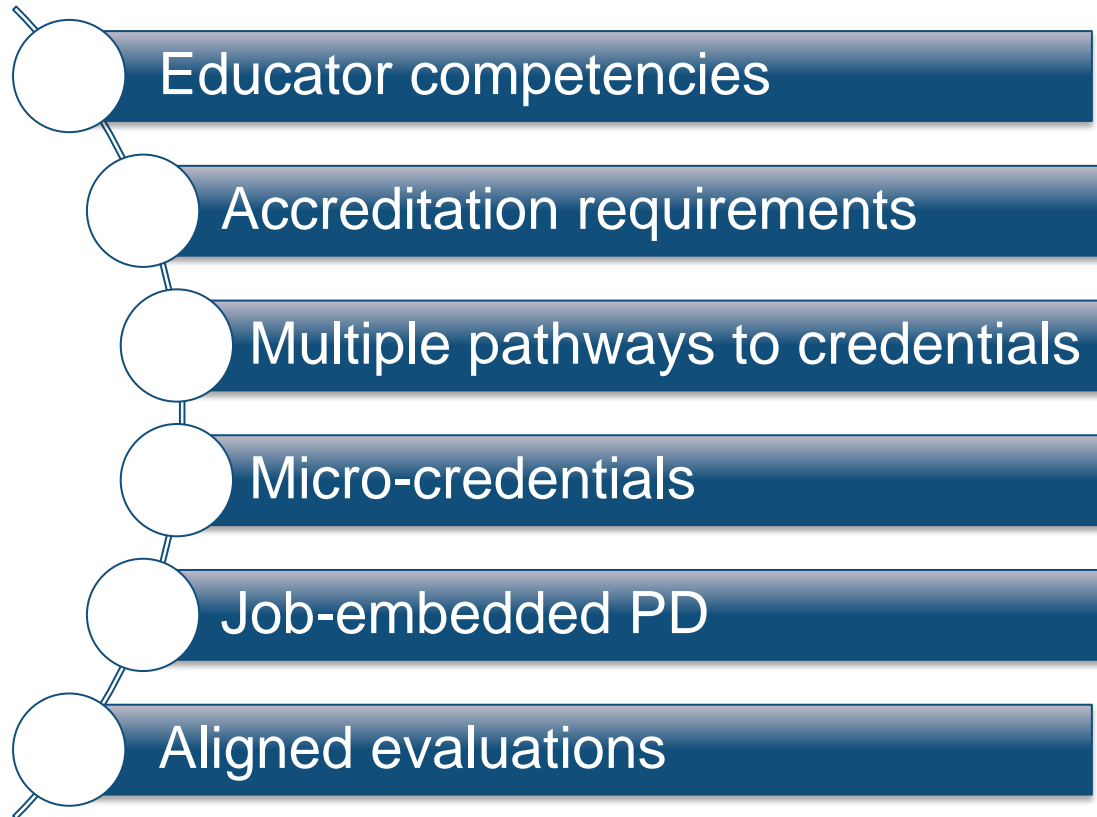- Transform systems to build capacity for a next generation educator and leader workforce.

Continuing Opportunities

- Create personalized, competency-based education systems.

- Build new learning models infrastructure.

- Create system coherence and build capacity for the long-term.

Assessment <u>for</u> and <u>of</u> learning

- Systems of assessments should:

  – Provide timely data to teachers to differentiate supports based on individualized learning needs

  – Measure content knowledge, application of knowledge and important skills and dispositions

  – Determine student progress on and mastery of standards and learning objectives

Systems of assessments can use combo of:

- Summative assessments
- Interim assessments*
- Formative assessments**

Assessments can include:

- Adaptive items
- Performance tasks

* Must be able to combine into single summative determination of proficiency.
** Used for diagnostic and continuous improvement purposes; could be embedded in performance tasks.

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Innovative Accountability & Assessment Demonstration Authority

- States can pilot innovative assessments in a subset of districts

- Opportunity to build capacity for common performance tasks

- Rigorous technical quality and comparability requirements

- Resource: innovativeassessments.org

Student-led Assessment Networked Improvement Community in Virginia

- Fairfax Co
- Frederick
- Loudoun
- Cumberland
- Henry
- Albemarle

- Roanoke
- Chesterfield
- Virginia Beach

- EdLeader21
- VDOE

Next Generation Educator Development: A Competency-Based Continuum

Source: Lillian Pace and Maria Worthen, *Laying the Foundation: Building the Next Generation Educator Workforce*

Next Generation Educator Workforce Systems

- Educator competencies
- Accreditation requirements
- Multiple pathways to credentials
- Micro-credentials
- Job-embedded PD
- Aligned evaluations

Districts and schools can make incremental shifts to student-centered learning without state supports or policy flexibility.

However, transformation at scale will require **alignment and synchronization** of policy with innovative practice.

-*Meeting the Every Student Succeeds Act's Promise*

'The Paradigm of One': one teacher, teaching one subject to one class of one age, using one curriculum at one pace, in one classroom, for one hour.

– David Hood

Promising State Policies for Personalized Learning

WRITTEN BY:
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Existing Opportunities for States
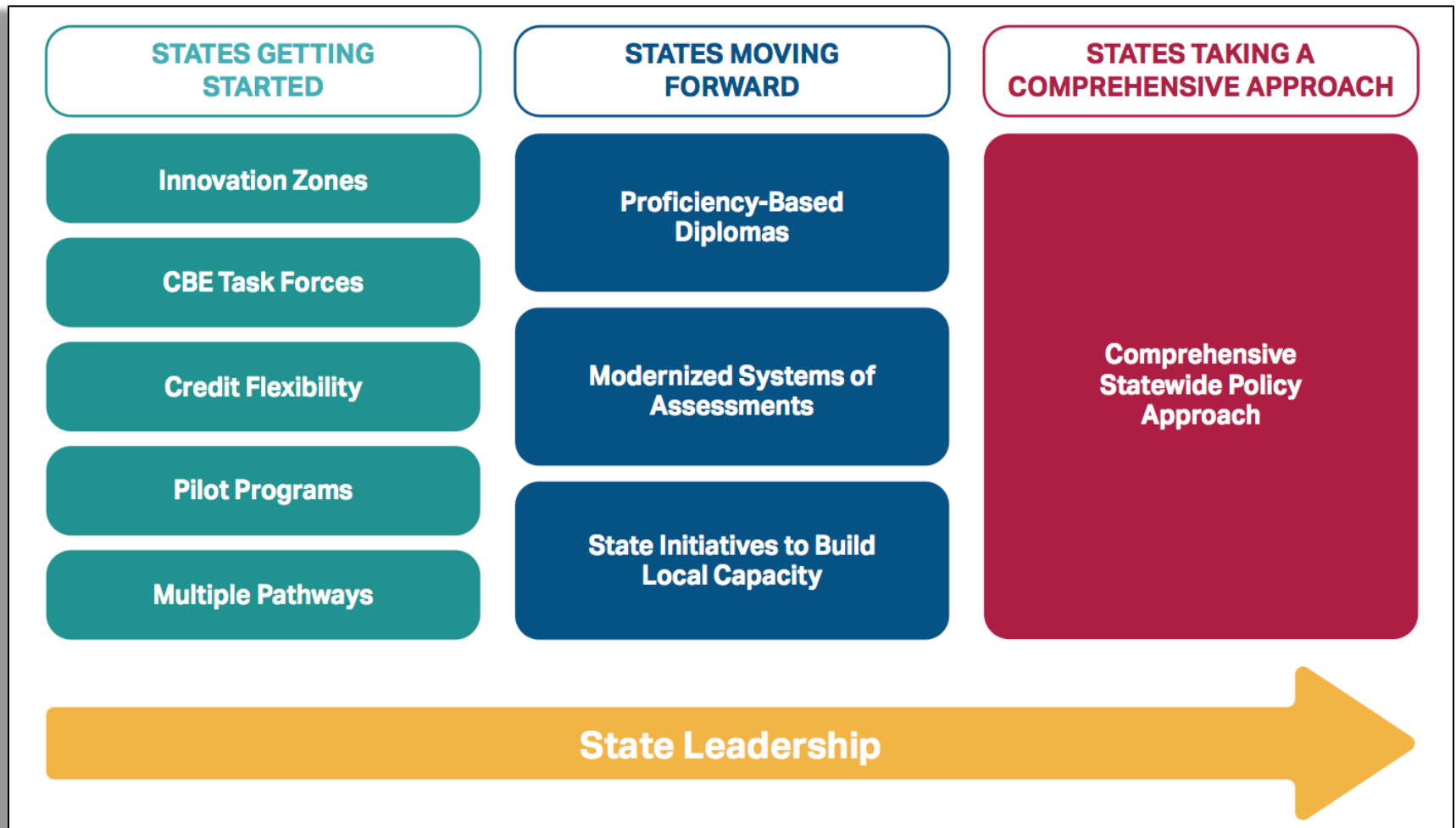
Meeting ESSA's Promise: State Policy to Support Personalized Learning

New Policy Opportunities Under ESSA

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New Learning Models Infrastructure

- Broadband connectivity
- Data systems
- Open educational resources
- Student data privacy

Opportunity Gap Statistics

Of US high schools, only

50% offer calculus

63% offer physics

In US high schools with the highest percent of black and Latino students,

25% do not offer algebra II

33% do not offer chemistry

Access to Advanced Coursework in Virginia

Table 3. Mathematics and science course offerings in high schools, by course and state: 2011-12

State	% Offering Algebra I	% offering geometry	% offering Algebra II	% offering calculus	% offering biology	% offering chemistry	% offering physics
UNITED STATES	89%	85%	81%	50%	87%	75%	63%
Virginia	94%	92%	87%	68%	93%	82%	77%

Source: US Department of Education Office of Civil Rights

Course Access provides public school students with expanded course offerings across learning environments from diverse, accountable providers.
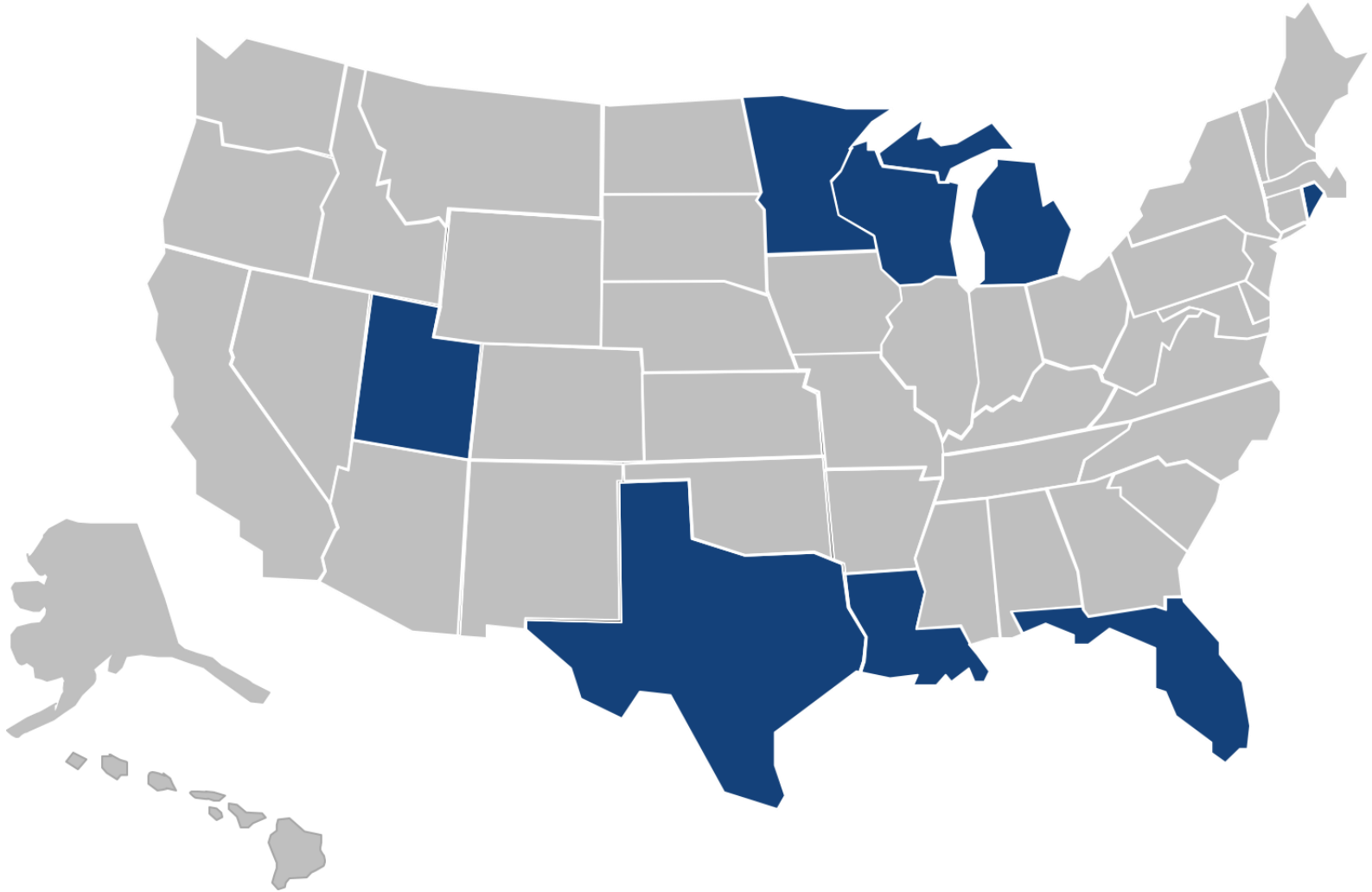
Course Access Key Elements

Equitable Access

Sustainable Funding

A Focus on Quality

Stakeholder Engagement

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States with Course Access Programs

Direct Student Services

- 3% optional state set-aside from Title I
- States must target funds to districts with highest numbers of schools identified for improvement
- Allowable uses include:
  - Enrollment in courses not available at a student's school
  - Credit recovery and acceleration courses
  - Activities that assist students in completing postsecondary credit
  - Components of a personalized learning approach
  - Transportation for students attending comprehensive support and improvement schools who wish to switch schools

Student Support & Academic Enrichment Grants

- ESSA Title IV
- $1.6 billion annually through 2020
  - 95% grants to districts
    - Funds can be used for:
      - School health and safety (at least 20%)
      - School counseling
      - Expanding access to a well-rounded education (at least 20%)
      - Education technology
  - Remaining 60% can be used for any of the above purposes

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